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ABSTRACT

This report describes the procedures necessary to develop a vocational education program to prepare the physically handicapped and culturally disadvantaged for entry level jobs and responsible citizenship. The 2-part model program includes a regular vocational program with supportive services for handicapped and disadvantaged students, and a separate program for those who cannot compete in the regular program even with supportive services. The separate program provides for entry into either a work-experience program or a regular vocational program after learning the basic knowledge and skills for an occupational cluster. In addition to describing administration and organization, the report discusses special qualifications required for faculty, curriculum, and facilities. (BH)

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A GUIDE FOR THE DEVELOPMENT AND INSTALLATION OF OCCUPATIONAL TRAINING PROGRAMS AND SERVICES FOR DISADVANTAGED AND HANDICAPPED PERSONS

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BUREAU OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION
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A GUIDE FOR THE DEVELOPMENT AND INSTALLATION OF OCCUPATIONAL TRAINING PROGRAMS AND SERVICES FOR DISADVANTAGED AND HANDICAPPED PERSONS

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FOREWORD

This publication describes a system of aids to provide vocational education programs for the disadvantaged and handicapped persons. What emerges is not an ideal system that we hope to see realized someday, but rather a practical system that may be realistically adopted in the near future.

The task force members, after many meetings and considerable study of the literature, developed a rough draft of this publication.

The material was then submitted to the Research Coordinating Unit at Marshall University for rewriting and editing. The recommended system covers a set of programs upon which these knowledgeable persons, despite their individual differences, could agree.

Del Anderson

In War, as in life, it is often necessary when some cherished scheme has failed to take up the best alternative open, and if so, it is folly not to work for it with all your might.

Sir Winston Churchill

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INTRODUCTION

Few problems in education have commanded more concern than has the provision of educational programs for disadvantaged and handicapped persons. Similarly, few problems in education have proved more difficult to solve. Traditionally, vocational education has served some of the disadvantaged and handicapped persons in regular vocational education programs. Many vocational education programs were not planned to serve their particular educational needs. Funds available for vocational education in the past were insufficient to allow the attention required for their specific educational problems; and in many instances, we have not identified these persons nor understood their special educational needs. Although effort has been expended to improve their learning climate, numbers of these persons continue to leave our educational system unprepared.

The Vocational Education Act Amendments of 1968 recognized this problem and made provisions for establishing and improving programs designed to prepare these persons for entrance into wage earning employment. However, vocational education cannot solve this problem unassisted. All concerned educational agencies must cooperate in the formulation of programs and must place more emphasis on educating the academic, social, economic, and cultural disadvantaged and physically handicapped persons. In meeting this challenge, each agency in West Virginia must recognize and accept the responsibility to provide educational programs, including vocational education activities which will advance disadvantaged and handicapped persons toward a more productive future.

The material presented herein is intended to provide information and to suggest procedures that will be of value in the organization and

administration of occupational training programs for disadvantaged or handicapped persons. Because of varying enrollments, available personnel, facilities, and socioeconomic differences in communities, the procedures will require some adaptation to conform to local needs.

Local Planning and Organizing

Involvement of personnel in the planning phase is a prerequisite to the successful implementation and operation of any vocational program. Broad involvement of curriculum directors, guidance personnel, advisory committees, business and industry personnel, university representatives, teachers, and parents is most desirable in the initial planning of occupational training for the disadvantaged or handicapped persons. Although the administration of vocational programs is the responsibility of the local school system, other agencies should be involved in consultative, financial, and advisory roles.

The organization and establishment of programs should be initiated by the adoption of a basic philosophy by the local educational agency to serve disadvantaged or handicapped persons. The adopted philosophy should be communicated to the school system staff and community.

Although the initiation of local programs is the responsibility of local school administrators, consultative services regarding such programs are available on request from the Bureau of Vocational, Technical, and Adult Education.

PURPOSE

The goal of Occupational Training Programs for disadvantaged and handicapped persons is to prepare them for the responsibilities of citizenship by improving their employability. Specifically, these programs should

provide organized occupational and related instruction that results in: (1) retainment of the person in school, (2) development of job interest, (3) improvement of the person's citizenship, (4) remediation of the person's basic educational difficulties, and (5) the person becoming employable. The program should assist these persons to develop values and habits which lead to responsible and productive citizenship.

OBJECTIVES

Three major objectives of Occupational Training Programs for disadvantaged and handicapped are:

1. To develop occupational training for academically, socioeconomically disadvantaged or physically handicapped persons that will result in their gainful employment.

2. To design an instructional system which provides the capability for each person, at the termination of his instruction, to demonstrate the following behavioral characteristics:

   a. The vocational skills and knowledges needed at the entry level of a distinct job cluster.

   b. The physical, emotional, and social skills and knowledges in group and individual living which are needed to sustain the person in the entry level job.

   c. The academic skill and knowledge that directly meet the communicative and computational requirements of the person's entry level job.

3. To design an instructional system within the context of training for specific marketable jobs, which will allow the learner to demonstrate the kind of self-discipline needed for responsible, productive citizenship.

PERSONS TO BE SERVED

In enacting the Vocational Education Amendments of 1968, Congress expressed its clear intent that top priority go to the disadvantaged and handicapped. As a result, the Congress mandated that 15 percent of the Federal funds allocated under Part B of the Act be designated to provide vocational education to the disadvantaged and 10 percent of the funds to the handicapped. Accordingly, vocational education has been called upon to play an important role in the education of persons having academic, socioeconomic, or other handicaps.

VOCATIONAL EDUCATION FOR THE DISADVANTAGED

In the Federal Register for the 1968 Amendments, the term "disadvantaged persons" is defined as: "persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph."[1] Persons in this group are usually from the lower socioeconomic levels in a community and are deficient in cultural and academic backgrounds.

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[1]Federal Register, Vol. 35, No. 4, Part II, January 7, 1970, p. 257.

To further illustrate the analogy of the various kinds of disadvantages which prevent these persons from succeeding in vocational programs, the following categories of characteristics are listed:[2]

Educationally deprived -- Persons ranking in the bottom of their class and classified as slow learners because of academic problems, such as poor reading ability or alienation from the school environment.

Economically deprived -- Persons having problems arising from insufficient family income to satisfy basic needs in society today.

Socially disadvantaged -- Persons having problems stemming from environmental situations, parental neglect, inabilities to adjust to demands of a democratic society.

Ethnically disadvantaged -- Persons having problems arising from racial or minority group relationships with the total society.

Intellectually disadvantaged -- Persons with low mental capacities and inability to cope with educational programs geared to the average or above average student, but not those students with mental health problems.

Although the literature on the disadvantaged persons is extensive, it is most difficult to draw from that source definitive guidelines for educational planning. Authorities in the field seem able to identify characteristics frequently encountered but are cautious about interpreting these characteristics and their implications for educational intervention. Consequently, the characteristics listed below serve to assist in identification purposes or screening and selection criteria.

Some Identifying Characteristics of the Disadvantaged[3]

Academic

A person 15 years of age or older may be considered to be academically disadvantaged in terms of one or more of the following conditions:

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[2]Ramsey M. Groves, A National Survey of Vocational Education Programs for Students with Special Needs (Columbus, Ohio: The Center for Vocational and Technical Education, n.d.), p. 4.

[3]West Virginia Board of Education, A State Plan for the Administration of Vocational Education, Part I Administrative Provisions (Charleston: The Board of Education, 1969), p. 3-4.

(1) School attendance records indicate consistent and frequent absences without apparent cause;

(2) School records indicate two or more years behind in grade level;

(3) School records indicate consistent failure of school subjects;

(4) Tests indicate deficiencies in communication skills and computational skills; and

(5) Other such conditions

Socioeconomic

A person may be considered socioeconomically disadvantaged in terms of one or more of the following conditions:

(1) Annual family income is less than $3,000;

(2) The individual or the family is dependent upon social agencies for support;

(3) The principal wage earner of the family or the individual has a record of chronic unemployment or underemployment;

(4) Available records indicate negligence or delinquency; and

(5) Other such conditions.

Cultural

A person whose background has resulted in cultural deprivation or shows evidence of linguistic isolation from the community at large as identified by local educational agency may be considered culturally disadvantaged.

VOCATIONAL EDUCATION FOR THE HANDICAPPED

As defined in the Federal Register, the term "handicapped person" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason

require special educational assistance or a modified vocational or consumer and homemaking education program.[4]

Some Identifying Characteristics of the Handicapped[5]

(1) Must be 15-19 years of age.

(2) Must be able to understand simple direction.

(3) Must be socially developed to the extent that the behavior expressed does not endanger the individual or other persons in the group.

(4) Must be emotionally stable to the point that attendance in a group will not add to the individuals problem.

(5) Must need, want, and be able to profit from the instruction.

Criteria for Determining Eligibility

(1) Mentally Retarded

Persons whose psychological evaluations diagnose them primarily as mild or moderately mentally retarded and who may be expected to profit from an organized program designed to provide basic academic skills and social competence as well as promote adjustment and vocational proficiency.

(2) Hearing Impaired

Persons who are hard of hearing are those whose sense of hearing after medical treatment is still defective but residual hearing is functional with or without a hearing aid and can be utilized for improving communication skills.

Persons who are deaf are those whose sense of hearing is nonfunctional after all necessary medical treatment and/or surgery has been performed. However, they can learn speech and language when taught by specially trained persons.

(3) Speech Impaired

Persons whose speech deviates to such a degree from the speech of others so as to attract attention to itself, interferes with communication, or causes them to be poorly adjusted are speech handicapped.

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[4]Federal Register, loc. cit.

[5]West Virginia Board of Education, loc. cit.

(4) Visually Handicapped

Blind persons are those whose visual acuity is 20/200 or poorer after correction in the better eye; or persons who have been certified as blind.

Partially seeing persons have a visual acuity of 20/70 or less in the better eye after all necessary medical and surgical treatment has been given and compensating lenses provided when needed; or persons with a visual deviation such as a restricted peripheral field, ocular diseases of the progressive or regressive types in which use of the eyes may be dangerous.

(5) Physically Handicapped

Persons who evidence average or above average intelligence afflicted with any crippling disabilities or special health problems of such severity as to interfere with learning and who require additional service are considered physically handicapped.

(6) Emotionally Disturbed

Persons who experience personal problems because of social, economic, or organic difficulties and who because of these personal problems cannot learn and adjust successfully in the regular classroom are considered emotionally disturbed.

PROGRAM ORGANIZATION

All disadvantaged or handicapped persons should be integrated into the regular classrooms and programs to the optimum extent possible. If supportive services are needed to help these persons to succeed in these programs, then educators must assume the responsibility to provide the services either through education funds or through cooperating agencies or organizations.

Separate programs should be established only when it is determined that a separate program would be in the best interest of the person and not for the purpose of administrative convenience.

Two suggested program models are included. The first model illustrates the recommended components to serve disadvantaged or handicapped in a regular-integrated program; the second model illustrates components of a

separate-segregated program. Of course, both models could be adjusted or adapted to specific local needs.

REGULAR (INTEGRATED) OCCUPATIONAL TRAINING PROGRAMS

Phase I

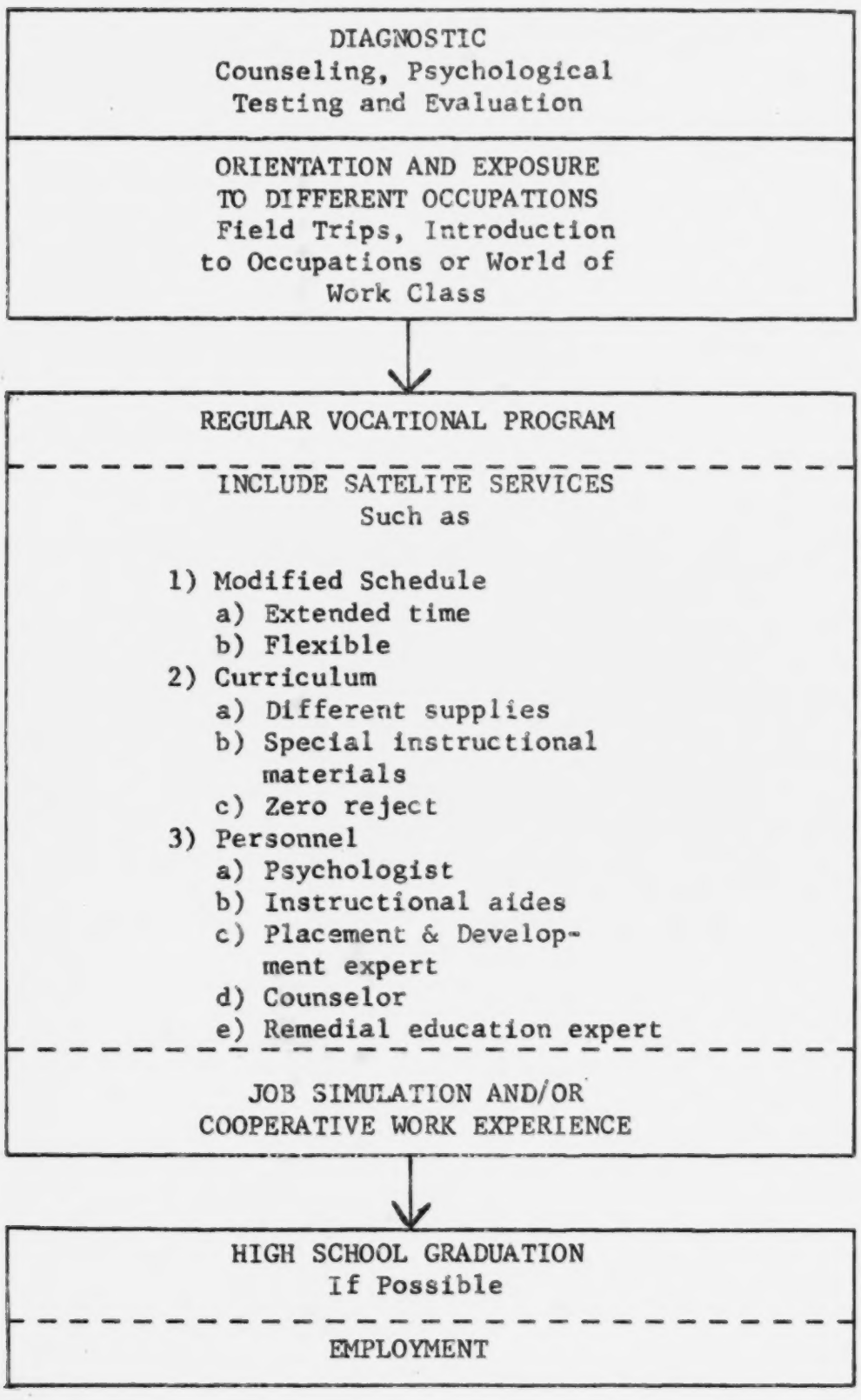
This phase includes an on-going comprehensive diagnostic service to give both learner and staff members regular and repeated appraisals of vocational direction and potential.

Phase II

Learner receives training in regular vocational program; however, ancillary or supportive services are needed to assure the learner will experience success.

Model for Regular (Integrated) Occupational

Training Program



SEPARATE (SEGREGATED) OCCUPATIONAL TRAINING PROGRAMS

Phase I

This phase includes an on-going comprehensive diagnostic service to give both learner and staff members regular and repeated appraisals of pupil progress and potential.

Phase II

Learners receive experience in an occupational cluster dealing primarily with basic knowledge and skills in the occupations cluster. A cluster of occupations is composed of occupations requiring similar interests, aptitudes, skills, abilities, and using similar tools and equipment. Upon completion of Phase II, the learner may move into Phase III or go directly to Phase IV.

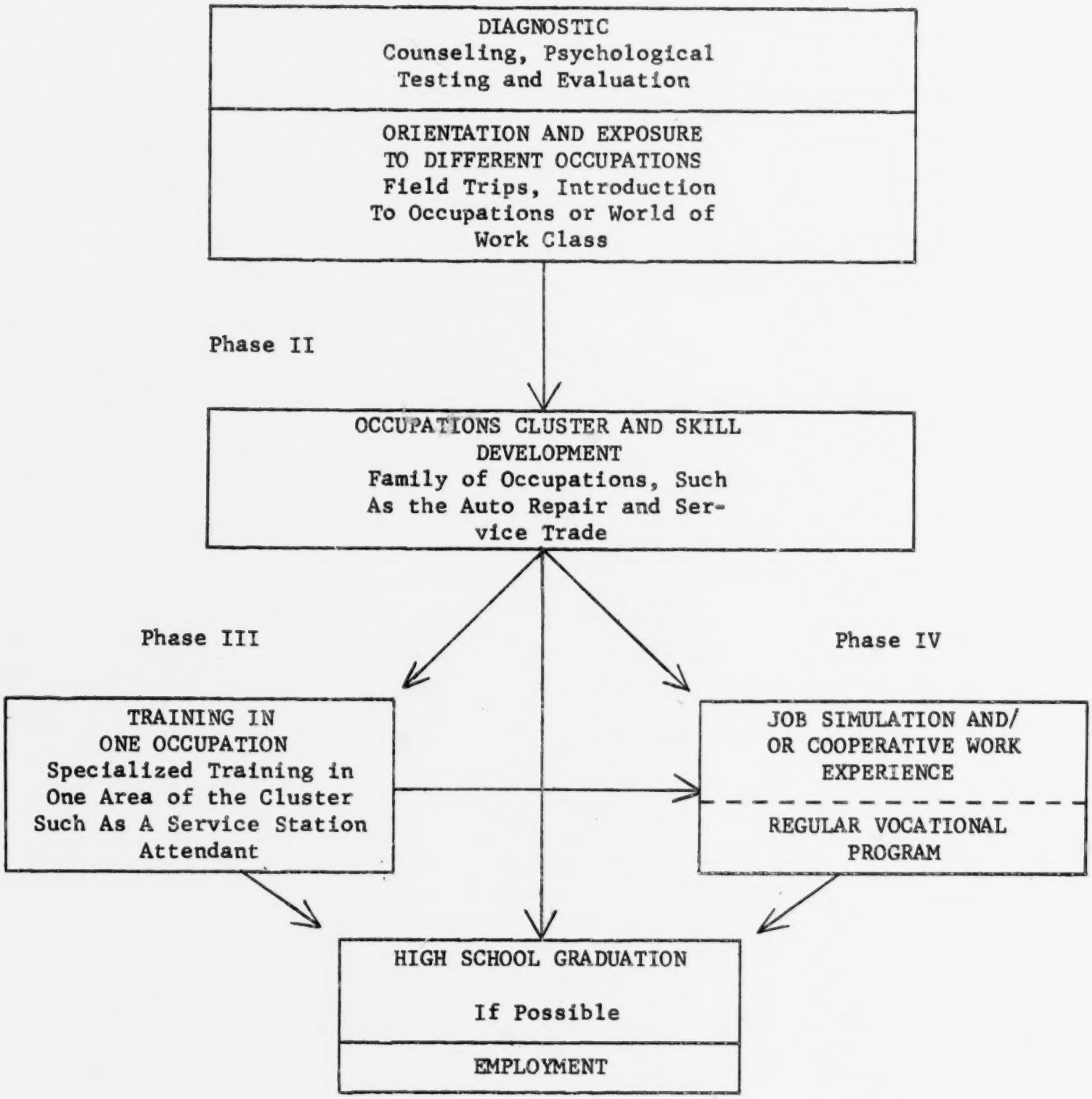
Phase III

Learners are provided with the opportunity to concentrate on one of the occupational areas selected from the cluster in Phase II. Upon completion of Phase III, the learner may enter one of the programs provided in Phase IV.

Phase IV

Provides for advancement from Phase II or Phase III into a cooperative work experience program or entry into a regular vocational program until entry level skills have been obtained and the learner has been placed in employment.

Model for Separate (Segregated) Occupational Training Program



FACULTY

Teachers of Occupational Training Programs for disadvantaged and handicapped persons should have abilities and understandings beyond those of teachers in regular vocational programs in order to cope with the additional problems encountered in working with the disadvantaged or handicapped. Research has shown that teacher selection should be based upon individual personal qualities of the teacher rather than upon academic preparation alone. Human qualities are of the greatest importance in working with the disadvantaged or handicapped person.

Individuals recommended as instructors should display understanding for, and a sincere interest in working with, the disadvantaged or handicapped person as evidenced by interview and performance records. The instructor must be competent in the occupation he is to teach. Evidence of successful work experience should be considered when hiring teachers. The selection of the proper individuals as instructors may, more than any other factor, determine the ultimate success or failure of the entire program. Close cooperation among all teachers to provide relevant experiences for each person in the group is essential. These identified needs strongly suggest that new models of the teaching role and the use of teaching talent should be developed.

The instructional staff must meet minimum requirements for State certification in the vocational area to be served. Administrative support of the program must be evident if the program is to succeed.

CURRICULUM

The characteristics of disadvantaged or handicapped persons make it increasingly necessary to develop a curriculum in vocational education which is suitable to their needs and levels of ability. The materials used

for instruction should be adequate for each occupation at all levels of competency. Basic education materials and remedial instruction should be interwoven with vocational offerings and related to occupational training. One of the primary styles of learning of these persons is by physical and visual means rather than listening methods. Special efforts should be made to adapt subject matter materials to fit the needs and abilities of the learners and develop special materials to intensify the instructional process.

Occupational curricula should be developed cooperatively among teachers and administrators with advisory assistance from outside agencies.

FACILITIES

Disadvantaged or handicapped persons may receive their training through a combination of classroom instruction, sheltered workshops, laboratory or shop experiences, and job simulation and/or cooperative work experience.

Areas that house the equipment for instruction should be designed so that beginning and advanced learners are able to use the same facilities. They should also be readily adaptable for multipurpose usage.

Plans and specifications for equipment and facilities should provide for maximum accessibility and usability by disadvantaged or handicapped persons and should conform with the minimum standards established by the State Board of Education. The need for apparatus or appliances in the form of safety guards, lamps, special doors, special lavatory facilities must be considered.

Innovations such as mobile demonstration facilities, housed in trailers or busses and moved from school to school, may be particularly useful in rural areas.

EVALUATION

Continuous evaluation should be incorporated into the program. The evaluation plan should be a component of each project and consist of process evaluation in terms of individual progress in the program and product evaluation as evidenced by either entrance into employment or into a more technical level of training.

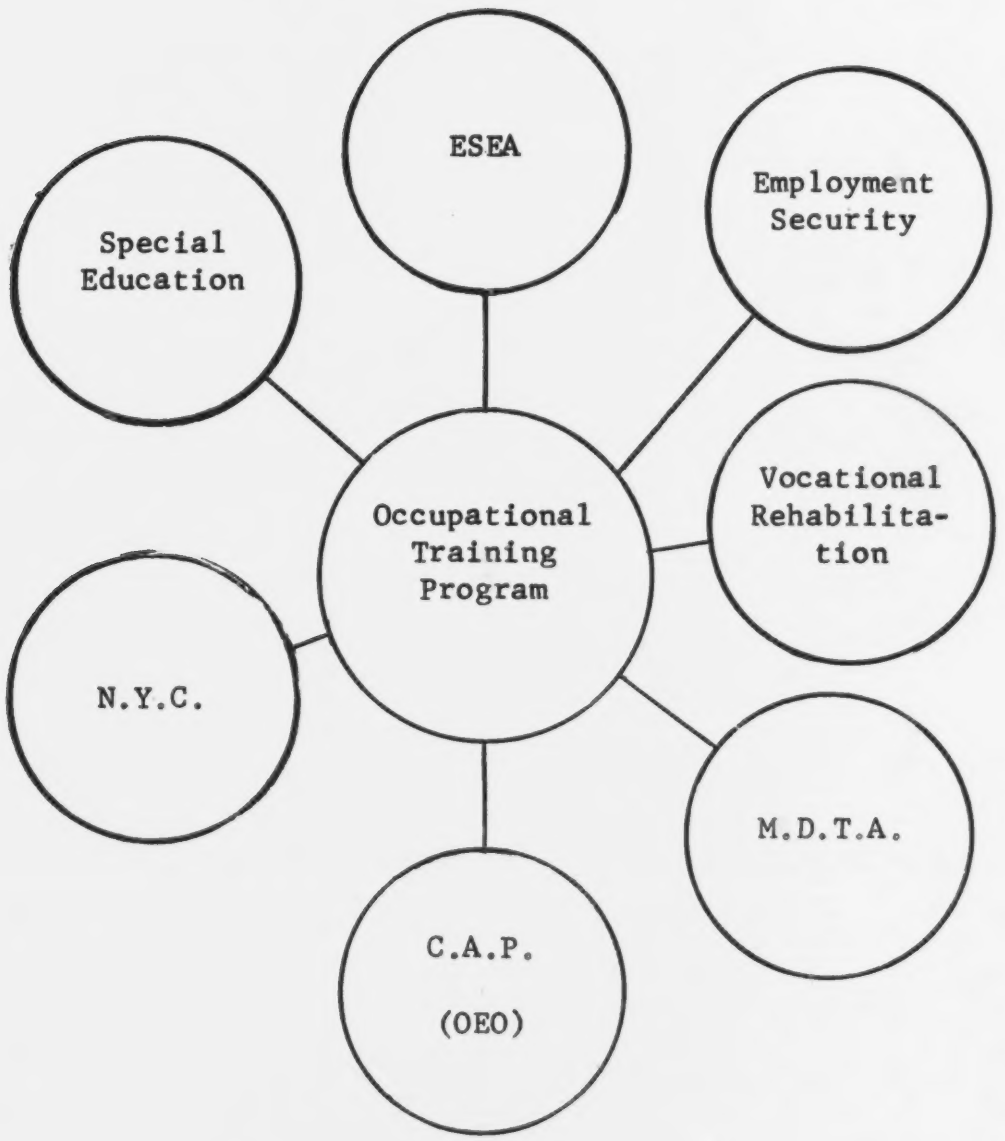
Local educational agencies should assume the responsibility and accountability for continued improvement in the placement of persons completing the training into occupations related to their field of study.

RELATIONSHIP WITH OTHER AGENCIES

A number of agencies have developed educational programs and related services for persons who have special educational needs. When planning Occupational Training Programs for such persons, there should be cooperation and understanding among these agencies concerning the role each should have in providing specialized services and in order to eliminate duplication of such services where possible. A complete description of the services to be provided by each agency in a cooperatively sponsored program should appear in the subject description of the project and should be approved by all agencies concerned.

Agencies which may provide special services or programs related to special occupational programs are: (a) Special Education, (b) Vocational Rehabilitation, (c) Elementary and Secondary Education Act, (d) Community Action Programs (OEO), (e) Neighborhood Youth Corps (NYC), (f) Manpower

Development and Training Act Programs (MDTA), and (g) Employment Security. Also, a listing of additional organizations and agencies is appended to this document.



FINANCING

Financing of programs for the disadvantaged or handicapped persons is subject to policies established in the State Plan. The level of funding would be determined by individual need as indicated in the application and plan and the amount of funds available for distribution.

Appendices B and C delineates some suggested services and program components which, if incorporated, can be funded.

It should be noted, however, that food, lodging, medical and dental services, and other services which may be necessary for persons enrolled in occupational training programs, but which are not directly related to providing occupational training for such persons, are not allowable expenditures of Federal vocational education funds.

It is possible that funding may come from several sources for specific segments of a comprehensive program for disadvantaged or handicapped persons.

RECOMMENDED PROCEDURES FOR ESTABLISHING LOCAL PROGRAMS

The local administration must make application for program approval to the Bureau of Vocational, Technical, and Adult Education. This application should be an integral part of the local school system's plan and application for federal funds required under provisions of Public Law 90-576, Vocational Education Amendments of 1968.

As mentioned previously, each Occupational Training Program will be unique to most school systems. Therefore, it will be necessary to develop a project description incorporated in the local education agency plan for vocational education.

The application and plan will be reviewed and returned to the local administration, approved or with suggestions for modification. Reimbursement of programs will be the same as the policy set forth in the State Plan.

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Dr. Abraham describes the most frequently mentioned techniques that teachers of slow learners use.

Hudson, Margaret. An Exploration of Classroom Procedures For Teaching Trainable Mentally Retarded Children, (A research monograph), Washington, D. C.: National Education Association, 1960.

Forty-three specific teaching techniques were identified and categorized according to eight major areas of teaching methods. The results obtained from these teaching techniques are discussed.

Robinson, Halbert B. and Nancy M. Robinson. The Mentally Retarded Child. New York: McGraw-Hill Book Company, 1965.

The authors discuss techniques and methods found useful in educating the slow learners. They stress the importance of realizing that retarded learners differ from normal children in the slowness and inefficiency with which they acquire skills and knowledge.

Audiovisual Information

Abraham, Willard. The Mentally Retarded Child and Educational Films. Chicago: Coronet Films, 1966.

The author discusses the use of educational films in attempting to teach mentally retarded students. He gives the results of research carried out on the effectiveness of educational films. He reports what teachers say on use of films for mentally retarded students, and makes specific recommendations as to the use of films. He stresses the fact that motivation based on success and concrete activities and materials is important.

Barnard, David. "Sources of Audiovisual Materials for Industrial Education," Industrial Arts and Vocational Education, LIV (February, 1965), 52.

This is a valuable source guide, not only for films, but for other media including programmed instruction, filmstrips, tapes, 8mm films, kinescopes, flat pictures, recordings, video tapes, slides and transparencies, models, mock-ups, cutaways, charts and maps, and cross-media kits.

Cotter, Katherine. Audiovisual Education for the Retarded. Chicago: University of Chicago Press, 1963.

The author reports the results of research on the most useful audiovisual materials in specific areas of teaching, including motion pictures, flat pictures, recordings, real objects and models, filmstrips and bulletin boards.

Goldstein, Edward. Selective Audiovisual Instruction for Mentally Retarded Pupils. Springfield, Ill.: Charles C. Thomas, 1964.

Goldstein reports the results of research on whether educable mentally retarded children, who have difficulty with abstract symbols, learn and retain more facts from viewing the content of a selected motion picture than when the same material is presented in the traditional method. He proves that factual learning of educable retarded children could be facilitated by the use of selected motion pictures of concrete rather than abstract content. This book contains an excellent bibliography of 16mm films for retarded pupils.

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A study suggesting that automated teaching is a useful supplementary approach in teaching slow learning students. The retarded child does adapt to programmed learning. Students learned the same amount of material as the control group but in less time.

Riedesel, Alan. "In Slow Gear: Programmed Learning Techniques," Instructor, LXXIII (November, 1963), 28.

The author explains the procedure to be used in making up programmed learning sheets. Several examples are included in the article. Mr. Riedesel stresses the importance of wording the questions simply, having one specific answer, using repetition, and making sure that the individual has a chance to be successful most of the time.

Organization and Administration

Team Teaching

Hulit, Darl. "Team Teaching in Industrial Education," Industrial Arts and Vocational Education, LX (May, 1966), 22-23.

The author has included a list of techniques used in team teaching. He suggests that two or more teachers in the same area work cooperatively to pool their resources, that a highly skilled teacher use assistants who are competent in the trade but have not acquired the teaching skills or qualifications to work independently, and that class members themselves supervise other students.

Younie, William J. "Increasing Cooperation Between School Programs for the Retarded and Vocational Rehabilitation Services: An Experimental Teaching Approach," Mental Retardation (June, 1966), 9-14.

The author describes an experimental teaching project designed to help teachers bridge the gap in assisting the retarded to make a successful transition from school to work. The project's materials and techniques have been prepared to help pre-service and in-service teachers improve the rehabilitation readiness of their pupils.

Class Size

McLoughlin, W. P. "Class Size Affects Learning Ability," School Executive, LXXV (March, 1956), 91-93.

This article reports the advantages of having small classes and the relationship between class size and effective instruction.

McKenna, Bernard. "What About Class Size?" New York State Education, LXV, no. 2 (November, 1957), 100-101.

McKenna cites guidelines with the understanding that no one rule exists and that no absolute decision can be made upon the appropriate range of class sizes, either in elementary or in high school, without considering certain related policies. (He lists ten.)

Cirone, Claire and Patricia Emerson. "A Continuous Progress Program. The Slow Learner in a New Setting," New York State Education, LIII (January, 1966), 19.

A report on an experiment with a group of students who were placed in a language arts time block where they were allowed to work at their own speed but who were permitted to return to homerooms and mingle with other children of varying degrees of social, physical, and mental abilities.

Work-Study Programs

Burchill, George W. Work-Study Programs for Alienated Youth. Chicago: Science Research Associates, Inc., 1962.

This useful reference describes in detail outstanding work-study programs (nine of them) aimed at the prevention of delinquent behavior and the rehabilitation of alienated youth.

Kolstoe, Oliver P. and Roger M. Frey. A High School Work-Study Program for Mentally Subnormal Students. Carbondale, Ill.: Southern Illinois University Press, 1965.

This text presents a detailed discussion of the problems and procedures involved in developing a secondary work experience program for retarded youth. It deals specifically with historical considerations, curricular needs of the educable mentally retarded, organization and administration of work experience, course of study, and sheltered workshops. Also included are a variety of work experience and job analysis forms.

Silber, M. and M. S. Paskell. "Project III Program: Job Education," High Points, XLIX (April, 1964), 20-29.

Discusses a project helpful in preventing dropouts. Sixteen-year-old students were allowed to transfer from school to a Job Education Class. Here they received information on jobs and received individual guidance until placed on a job.

Stinchcomb, Koma. "Part-time Employment Program for Slow Learning Adolescents," Baltimore Business Education, XXXII (1954), 5-13.

A helpful guide in gradually moving the retarded adolescent from the school to an occupation by use of a part-time employment program.

Vocational Instruction

Ellenbogen, A. "How to Teach Clerical Practice to Slow Learners," Business Education World, XLIV (April, 1964), 26.

Mr. Ellenbogen set up a model office for secretarial and clerical practice. As a policy, all materials used in instruction were kept basic in style and content and no pupil work was accepted unless it was perfect. Students were permitted to supply test questions on the subject matter, a practice which worked very well with the slow learners.

Gallagher, A. and J. Gallagher. Keyboard Town Story. Urbana, Ill.: R. W. Parkinson and Associates, 1965.

A technique used to teach the touch system of typewriting to slow learners. This is done by the association of story characters with positions on the keyboard. Charts are included with the manual.

Hartley, E. Snip, Clip, and Stitch. Urbana, Ill.: R. W. Parkinson and Associates, 1965.

Hartley describes a homemaking course for slow learning girls. Included is a workbook covering the most important concepts and skills in clothing construction. A teacher's manual is also available.

Hitchcock, Arthur. "Vocational Training and Job Adjustment of the Mentally Deficient," The American Journal of Mental Deficiency, LIX (1954), 100-106.

In this article the author stresses the importance of the counselor's working with the slow learner in vocational planning, training, placement, and job adjustment.

National Association for Retarded Children. Selling One Guy Named Larry, a 16mm, b & w film. New York: National Association for Retarded Children.

This film deals with the effective employment of mentally retarded youth and adults. It shows the retarded successfully at work as clerks, mechanics, stock boys, etc. It is recommended for use with such groups as community service organizations, prospective employers, teachers, and parents.

Neuber, Margaret. Social Skills for Living and Learning: A Guide for Teachers of Children with Retarded Mental Development. University Park, Pa.: Pennsylvania State University, Special Education Workshop, 1959.

Written for teachers at the senior high school level, this book discusses the world of work, homemaking and family living, and citizenship.

Pankowski, Dallas. "A Guide for the Development of Motor Skills," Industrial Arts and Vocational Education, LIV (February, 1965), 24-26, 62.

This is an excellent article on teaching the development of motor skills. In it, Pankowski has included a list of specific techniques and methods. He stresses the importance of involving the total organism when teaching motor skills.

Rudiger, E. Robert. "Teaching Motor Skills In-Depth in Vocational Areas," Industrial Arts and Vocational Education, LIV (February, 1965), 29-30.

This is a booklet stressing the importance of teaching skills in the vocational schools. According to Rudiger, not all industry is completely automated. Skills should be taught by bringing in outside help from various industries. In this way, teachers will be able to keep up to date with new developments.

Bibliography adapted from:

Richard L. Kitzmiller, A Model Vocational Education Program for the Slow Learner. ERIC microfiche No. ED-021-046. Chambersburg, Pa.: Franklin County School Board, 1967, 234 p.

APPENDICES

Material in Appendices is adapted from United States Department of Health, Education, and Welfare, Suggested Utilization of Resources and Guide for Expenditures (Washington: Division of Vocational-Technical Education, February, 1970).

APPENDIX A

SUGGESTED PERSONS, ORGANIZATIONS, AND AGENCIES WITH WHICH TO COOPERATE AND COORDINATE SERVICES AND PROGRAMS FOR THE DISADVANTAGED

a. Groups and persons representing the disadvantaged, for example:

   National Association for the Advancement of Colored People

   Congress of Racial Equality

   Urban League

   Opportunities Industrialization Center

   League of United Latin American Citizens

   American G. I. Forum

   Service Employment Redevelopment

   Association of Mexican American Educators

   Indian Tribal Councils

b. Compensatory education official -- those administering ESEA Title I programs

c. Local and State Employment Agencies

d. Community Action agencies

e. Social welfare agencies -- public and private

f. Vocational Rehabilitation offices

g. Manpower Development and Training directors

h. Adult Basic Education officials

i. Library services

j. Model Cities directors

k. Directors of institutions for the neglected and the delinquent youth, for example: correctional, reform, orphanages, halfway houses

l. Directors of correctional institutions for adults

m. Locally situated Job Corps Centers

n. JOBS participants -- Nationwide programs sponsored by the National Alliance of Businessmen

o. Trade Unions

p. Other organizations working on employment problems of the disadvantaged

APPENDIX B

SOME SERVICES AND PROGRAM COMPONENTS WHICH, IF INCORPORATED, CAN BE EFFECTIVE AND BE FUNDED UNDER THE VEA OF 1968 (Disadvantaged)

1. Surveys by contract or by staff
   a. Of employment opportunities for disadvantaged youth and adults
   b. To identify disadvantaged persons
   c. To identify geographical areas of concentration
2. Recruitment and promotional costs required to reach disadvantaged youth and adults; advertising, speaking engagements, working with citizen groups, TV announcements, visual presentations
3. Scheduling modifications
   a. Individual scheduling requiring additional time of faculty
   b. Extended school day, week, or year requiring additional time of faculty
   c. Individual instruction requiring special faculty time
   d. Extension of time for program completion such as a longer school day, an additional semester or semesters
   e. Flexible scheduling permitting students to enter and/or leave the school when the students, teachers, and counselors feel they are ready, willing, and able to pursue their studies or to obtain a job

NOTE: These services and programs, personnel and scheduling, are all in addition to those provided other students

4. Formation and servicing of Advisory Committee on the Disadvantaged similar to activities performed for occupational advisory committees
5. Curriculum development for individual, modified, or special programs:

a. Additional salaries required for specialists familiar with needs of disadvantaged and techniques to meet these needs

b. Special supplies and instructional materials developed especially for disadvantaged students

c. Consultants

d. Contracting out for services when such are necessary to supplement existing staff efforts

e. Orientation-to-work programs including personal development and social skills courses

f. Occupational orientation programs including field trips

g. Research, experimental, and demonstration projects

h. Program evaluation by contract or by staff

6. Personnel

   a. Psychologist

   b. Reader and/or interpreter

   c. Remedial education specialist

   d. Program developer and coordinator

   e. Instructional aides

   f. Job placement coordinator

   g. Job development coordinator

   h. Social worker

   i. Specially trained guidance counselor

7. Services

   a. Educational testing for academic diagnostic purposes

   b. Family counseling services related to the student's vocational program

   c. Psychological services for diagnosis of emotional and mental problems

d. Guidance and counseling for academic and psychological purposes

e. Bilingual instruction and bicultural orientation

8. Staff Development

a. Extra work hours required of faculty for seminars, conferences, meetings in teams, and workshops

b. Organization of specialized institutes

c. Arranging meetings with the participation of persons from related services and organizations for purposes of cooperation and coordination. This might include staff of other training programs, business and labor representatives, community and neighborhood leaders, and other educational officials

9. Business Cooperation

a. Additional staff required to coordinate work experience or work-study programs outside of the formal vocational education programs but which require the cooperation of business and close supervision and guidance by the school

(1) Big Brother arrangement

(2) In-school or after-school arrangement in which credit is given

(3) Arrangements whereby one or more industries adopt a program or school

b. Staff members detailed the added assignment of working with business and industry to arrange for summer jobs for faculty for updating skills and knowledge

APPENDIX C

SOME SUGGESTED SERVICES AND PROGRAM COMPONENTS WHICH, IF INCORPORATED, CAN BE EFFECTIVE AND WHICH CAN BE FUNDED UNDER VEA OF 1968 (Handicapped)

1. Survey by contract or by staff members to identify:
   a. Handicapped population
   b. Methods, materials, equipment, and techniques utilized in providing vocational education programs for handicapped persons
   c. Occupational opportunities available to the handicapped
   d. Other agencies, organizations, and individuals who are concerned with and knowledgeable about education of handicapped persons
   e. Extent of vocational preparation being provided by other agencies and organizations
   f. Areas in which programs are needed..(geographic, population groups, manpower needs, etc.)
2. Recruitment and promotional activities designed to reach handicapped persons, potential employers and potential teachers, and to develop community participation and support
   a. Advertising, speaking engagements, working with citizen groups
   b. TV announcements, posters, and other visual presentations
3. Scheduling modifications
   a. Individual scheduling which requires additional faculty time
   b. Extended school day, week, or year which requires additional faculty time and other related expenses
   c. Individual instruction which requires additional faculty time
   d. Flexible scheduling permitting individual student to enter and/or leave program when student, teachers, and counselors feel is appropriate to students' progress

4. Formation and servicing of Advisory Committee for the Handicapped, similar to activities which are performed for occupational advisory committees
5. Formation of and participation in activities of coordinating committees.. State and local
   a. Travel expenses
   b. Additional time of assigned faculty member
   c. Additional clerical expenses
6. Modifications of regular program
   a. Special equipment necessary for handicapped persons if they are to succeed in vocational program

Examples:

Visually handicapped	Instructions in Braille Large print materials Signals which use sound rather than sight (bell rather than light) Special safety devices such as additional guard rails around moving parts of a machine
Deaf and the Hard of Hearing	Printed rather than verbal instructions Signals which use sight rather than sound (lights rather than bells) Sound amplification devices..Hearing aids for individual students are not an allowable item but desks and work stations can be equipped with earphones and amplification systems
Crippled	Adaptations of regular equipment such as adding hand controls to machines which regularly have foot controls Special desks and work tables for students who are in wheel chairs Ramps for students who cannot use stairs
Mentally Retarded	Simplified equipment Simplified instruction guides and manuals
Cardiac and other physically impaired persons	Additional facilities for rest periods Handrails in washroom and corridors

b. Curriculum modifications for individual students, (Adaptation of curriculum to use the abilities which each student possesses in order to compensate for his disability) which may involve additional expenditures

(1) Additional time allotment when needed for skill development

(2) Special workbooks and/or textbooks for the handicapped student

(3) Task analysis: Break down each procedure required in a job into tasks and each task into its various components to identify the modifications in instruction, equipment, or methods which would be needed if the handicapped individual is to achieve success in developing the required skill

c. Educational services which are supplementary to regular programs and are specifically needed by reason of the handicapping condition

(1) Psychological services; testing, evaluation, consultation services which are additional to those provided nonhandicapped students and which are needed to enable students to succeed in regular program

(2) Reader services for the visually handicapped

(3) Guide services to lead handicapped students to classes, rest-rooms, bus, etc.

(4) Interpreter services for the deaf

(5) Physical assistance when necessary (assisting crippled or otherwise handicapped students may be provided by aides)

(6) Tutorial services

(7) Teacher training activities..pre-service and in-service education to prepare teachers to work with handicapped persons in vocational education programs

(8) Vocational orientation for handicapped persons

(9) Remedial education

(10) Educational specialists, speech therapists, teachers of the deaf, teachers of the blind, etc.

(11) Consultation services

(12) Job placement coordinators, job finding, placement and employment follow-up services for handicapped students

(13) Program and curriculum development: personnel and services

(14) Guidance and counseling services which are in addition to that provided to nonhandicapped students; this may include referral and follow-up services which are needed by the handicapped student if he is to succeed in the vocational program

(15) Transportation services which are in addition to those provided nonhandicapped

NOTE: [1]Some of the services noted above are available through Special Education, Vocational Rehabilitation, and/or other public agencies. These resources should be used whenever possible.

[2]The assessment of abilities of individual students must be a cooperative effort of general educators, special educators, vocational educators, vocational rehabilitation counselors, guidance counselors, psychologists, and other related professionals in the appropriate field.

APPENDIX D

SPECIAL PERSONS, ORGANIZATIONS, AND AGENCIES WITH WHICH TO COOPERATE AND COORDINATE SERVICES AND PROGRAMS FOR THE HANDICAPPED

Special Education Division of the Board of Education

Vocational Rehabilitation Agency

Department of Welfare

Public Health Agency

Individual Health Professionals

Mental Health Agency

Mental Health Association

Mental Retardation Associations

State Agency for the Blind

Associations for the Blind

State Agency for the Deaf

Associations for the Deaf

Parents Organizations

Employers and Labor Unions

Civic Organizations

Crippled Children's Society

Veterans Groups

Other related agencies and groups

Goodwill Industries

APPENDIX E

RECRUITMENT OF HANDICAPPED STUDENTS

1. Teacher referrals
2. Referrals from Special Education programs
3. Referrals from Vocational Rehabilitation
4. Referrals from the Agency for the Blind
5. Referrals from the Agency for the Deaf
6. Referrals from the Mental Retardation and Mental Health Agencies
7. Referrals from health agencies and individual practitioners
8. Referrals from other sources such as organizations, welfare groups, family service agencies, and interested individuals.